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ABSTRACT

A thematic teaching program and portfolio assessment were used to maintain basic academic language arts and mathematics skills during the summer for 21 elementary students placed in residential foster care settings as victims of physical and/or sexual abuse. All activities were designed around the selected theme of a safari. Students listened to and read stories about animals, read folk tales, created passports, developed a board game, wrote pop-up books, and completed thematic mathematics and writing exercises. Specific objectives were individualized for each student, and student outcomes are discussed in terms of these goals. Results indicated that objectives for maintaining academic skills were accomplished. Recommendations are provided for replicating the program. Appendices include a needs assessment survey, an outline of the curriculum, a student attitude survey, student writing samples, and pictures of the student-designed and student-built board game. (Contains 33 references.) (PB)

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# MAINTAINING BASIC SKILLS THROUGH SUMMER THEMATIC TUTORING WITH EXCEPTIONAL STUDENTS IN RESIDENTIAL FOSTER CARE.

by

Hanna Colombey

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A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

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August 1995

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Abstract

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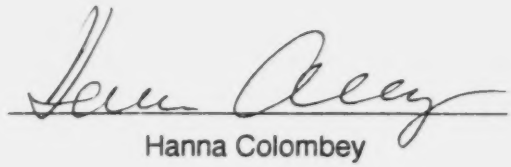
Descriptors: Tutoring/ Summer School/ Thematic Teaching/ Basic Skills/ Elementary Education/ Exceptional Student Education/ Abused Children/ Residential Foster Care/ At-Risk Students/ Portfolio Assessment.

This tutoring program was developed to maintain basic academic language arts and mathematics skills during the summer for elementary education children placed in a residential foster care setting. A thematic teaching approach and a portfolio assessment method were used by Exceptional Student Education teachers. Results indicated that objectives of maintaining academic skills were accomplished and recommendations described ways for residential foster care facilities to adopt such a program free of charge. Appendixes include a teacher survey, an outline of the curriculum, student interest surveys, mathematics pretests, a task sheet, student writing samples, and pictures of a board game.

## Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.



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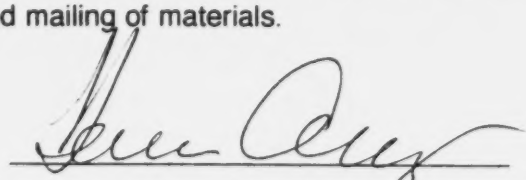

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## CHAPTER I

## PURPOSE

This summer tutorial program took place in a residential foster care home located in Florida. This private, not-for-profit agency provided prevention and treatment programs to children at risk and their families.The children were usually placed in the facility through the Department of Health and Rehabilitative Services because of physical and/or sexual abuse. They generally had experienced multiple failed placements before qualifying for placement in this facility. Among a variety of programs, the agency included a living center with four therapeutic group homes. These homes were staffed with trained Teaching Parents. Along with psychological counseling provided in the facility, a family atmosphere was provided within the group homes with focus on adult and peer relations, self-help skills, school success, and behavioral remediations. The facility treated twenty-four seriously emotionally and behaviorally damaged children from age four to age eleven. The children attended nearby public schools and came from various socioeconomic backgrounds.

This writer was a special education classroom teacher whose purpose it was to tutor eleven students for six weeks during the summer.

The writer was able to develop the curriculum, but had no control over the length of time of the tutoring sessions, the selection of the participating students, and the attendance of the children at each tutoring session.

The ongoing tutorial program had been in operation for nine months prior to the beginning of this summer session. Tutoring classes were established because the children placed in the facility were frequently academically below grade level. Whatever gains were made during the previous nine months' tutoring sessions were at risk of being lost during the summer months.

An initial needs assessment took place through a written survey addressed to the classroom teacher (Appendix A). Table one displays the results. Ten students were included in the needs assessment and nine responses were received from their teachers. Eight of the nine indicated a need for remediation in the area of language arts and nine of the nine believed such a need existed in the area of mathematics. One teacher did not return the survey. Two students entered the facility after the survey had taken place, one during the first and the other one during the third week of the tutoring sessions. No information was available from these students' regular classroom teachers. Another student exited the facility before the tutoring session started.Concluding from this survey, a need to remediate basic language arts and mathematics skills appeared

to be indicated as measured by this teacher survey.

Table 1

Needs Assessment as Indicated by Classroom Teachers

| | Basic skills in need of remediation | |
|---|---|---|
| | Language Arts | Math |
| Student A | yes | yes |
| Student B | yes | yes |
| Student C | yes | yes |
| Student D | yes | yes |
| Student E | yes | yes |
| Student F | yes | yes |
| Student G | no information available | |
| Student H | yes | yes |
| Student I | no information available | |
| Student J | no | yes |
| Student K | no information available | |
| Student L | yes | yes |

The summer session of this tutoring program lasted six weeks with classes held every Tuesday for nine younger children and every Thursday for twelve older children. Each two hour session was divided into two classes taught by special education teachers. Considering the fact that each child was going to attend only one tutoring session of two

hours once per week during six weeks, the major area of focus included the maintaining of basic language arts and mathematics skills while providing an enjoyable summer tutoring program.

Student Profiles

Student A was an eight year old boy who had completed second grade. He attended a gifted class during the regular school year. His interests included science, computers, and travel. According to his regular classroom teacher, basic skills in need of remediation in the area of language arts included basic punctuation and capitalization and in the area of mathematics basic facts including regrouping in addition and subtraction.

Student B was an eight year old boy who had also just completed second grade. He had been placed in a program for students with Specific Learning Disabilities during the previous school year. His interests included boats and the rain forest. His classroom teacher indicated that he was reading on a first grade level. Areas of remediation, as indicated by this teacher, included in language arts, phonics, sight words, spelling, and writing simple sentences. In mathematics this teacher believed that he needed additional practice in addition and subtraction with regrouping.

Student C was a seven year old boy who had just finished first grade. Interests were not known. His classroom teacher indicated that he

needed remediation in the area of language arts in writing sentences and stories as well as phonics skills. In mathematics he needed additional practice adding numbers above ten.

Student D was a seven year old girl who attended classes for educable mentally handicapped students at the public school and had just finished first grade. Her interests included completing puzzles and coloring pictures. According to her classroom teacher, basic skills in need of remediation included writing her first and last name and identifying alphabet letters. In mathematics she needed to work on recognizing numbers.

Student E was an eleven year old boy who had just finished fifth grade. He was due to leave the facility in a few weeks. His interests included sports. According to the regular classroom teacher, his remediation of basic language arts skills included spelling and writing grammatically correct sentences. In mathematics he performed well, but needed additional practice with fractions.

Student F was an eleven year old boy who had just completed fifth grade. He was also due to leave the facility within a few weeks. During the regular school year he attended a special public school program for emotionally handicapped children. His interests included mechanical engineering and he had a strong artistic talent. According to his regular classroom teacher, he needed remediation in

reading and writing grammatically correct sentences. In math he needed practice in dividing two-digit numbers by one-digit numbers, and fractions.

Student G was a ten year old girl who had just finished fourth grade. She was new to the facility and no information according to her needs for academic remediation was available from the regular classroom teacher.

Student H was an eleven year old girl who had just finished fifth grade. Her interests included horses and other animals. According to her regular classroom teacher, basic skills in need of remediation included writing grammatically correct sentences including noun and verb agreement, pronouns, adjectives, and adverbs. In math she needed remediation in two-digit divisions and fractions.

Student I was a ten year old girl who had just finished fourth grade. Her interests included singing and music. No information was available from the classroom teacher in reference to areas in need of remediation.

Student J was a ten year old girl who had just completed fourth grade. Her interests included mystery stories and teaching. According to her classroom teacher, her areas in need of remediation included none in language arts and time tables, divisions, and fractions in mathematics.

Student K was a seven year old boy who entered the facility

during the third week of the tutoring session and attended only sessions three through six. He had just finished first grade.No information was available from the regular classroom teacher in reference to basic skills in need of remediation.

Student L was a ten year old boy who exited the facility one week before the tutoring session started. His classroom teacher had indicated that he needed remediation in reading, dividing numbers and fractions.

Outcome objectives

Several goals were developed for this six week summer tutorial program. First, basic skills in language arts and math were to be maintained using a portfolio assessment method. Second, the curriculum was to include a thematic approach providing enjoyment as well as learning to students as indicated by pre and post student attitude surveys. Third, the older group was to complete a six week ongoing project using writing skills, research skills, and cooperative learning skills, as evaluated by the final project outcome.

Specific objectives were individualized for each student and included:

After six weeks of tutoring for two hours per week, student A will be able to:

1. Write a sentence with correct capitalization and punctuation as measured by pre and post writing samples.

2. Write a paragraph of three to five sentences on a given topic using a pre and post writing sample for assessment.

3. Add and subtract numbers to 1,000 with regrouping with 80% accuracy as measured by a pre and post test.

After six weeks of tutoring for two hours per week, student B will be able to:

1. Write a simple sentence with correct capitalization and punctuation using a pre and post writing sample for assessment.

2. Write a paragraph of three to five sentences on a given topic as measured by a pre and post writing sample.

3. Add and subtract numbers to 1,000 with regrouping with 80% accuracy as measured by a pre and post test.

After six weeks of tutoring for two hours per week, student C will be able to:

1. Write a simple sentence with correct capitalization and punctuation using a pre and post writing sample for assessment.

2. Add and subtract numbers to 100 with regrouping with 80% accuracy using a pre and post test for assessment.

After six weeks of tutoring for two hours per week, student D will be able to:

1. Write her first name from memory using a pre and post writing sample for assessment.

2. Write her last name using a model as measured by a pre and post writing sample for assessment.

3. Read and write numbers one and two from memory with 80% accuracy as measured by a pre and post test.

After six weeks of tutoring for two hours per week, student E will be able to:

1. Write a sentence with correct subject/verb agreement as measured by a pre and post writing sample.

2. Write a paragraph of three to five sentences on a given topic as measured by a pre and post writing sample.

3. Compare fractions with 80% accuracy using a pre and post test for assessment.

4. Add and subtract fractions with 80% accuracy as measured by a pre and post test.

After six weeks of tutoring for two hours per week, student F will be able to:

1. Write a sentence with correct capitalization and punctuation using a pre and post writing sample for assessment.

2. Compare fractions with 80% accuracy as measured by a pre and post test.

3. Add and subtract fractions with 80% accuracy using a pre and post test for assessment.

After six weeks of tutoring for two hours per week, student G will be able to:

1. Write a sentence with correct capitalization and punctuation as measured by a pre and post writing sample.

2. Write a paragraph of three to five sentences on a given topic as measured by a pre and post writing sample.

3. Compare fractions with 80% accuracy using a pre and post test for assessment.

4. Add and subtract fractions with 80% accuracy as measured by a pre and post test.

After six weeks of tutoring for two hours per week, student H will be able to:

1. Write a sentence with correct subject/verb agreement using a pre and post writing sample for assessment.

2. Write a paragraph of three to five sentences on a given topic as measured by a pre and post writing sample.

3. Compare fractions with 80% accuracy as measured by a pre and post test.

4. Add and subtract fractions with 80% accuracy using a pre and post test for assessment.

After six weeks of tutoring for two hours per week, student I will be able to:

1. Write a sentence using correct capitalization and punctuation as measured by a pre and post writing sample.

2. Write a paragraph of three to five sentences on a given topic as measured by a pre and post writing sample.

3. Compare fractions with 80% accuracy using a pre and post writing sample for assessment.

4. Add and subtract fractions with 80% accuracy as measured with a pre and post test.

After six weeks of tutoring for two hours per week, student J will be able to:

1.Write a paragraph of four to five sentences using correct capitalization, punctuation, and sentence structure as measured by a pre and post writing sample.

2. Write a paragraph of three to five sentences on a given topic as measured by a pre and post writing sample.

3. Compare fractions with 80% accuracy as indicated by a pre and post test.

4. Add and subtract fractions with 80% accuracy as measured by a pre and post test.

After four weeks of tutoring of two hours per week, student K will be able to:

1. Write a simple sentence with correct capitalization and

punctuation as measured by a pre and post writing sample.

2. Add and subtract numbers to twelve as measured by a pre and post test.

Objectives were individualized as much as realistically could be acoomplished in a group tutoring situation. Whenever appropriate, similar objectives were developed for certain students in the interest of effectively grouping them for instruction. Adjustments for students functioning much above or below the presented lessons were made on an ongoing basis and are further described in chapter three.

## CHAPTER II

## RESEARCH AND SOLUTION STRATEGY

### Target Population

Abused children placed in a residential foster care situation are educationally at risk. Eckenrode (1993) stated that, following a study of the problem, these students performed lower on standardized academic tests, received lower grades, and had more discipline referrals . A similar study conducted in Israel evaluated the relationship between children's experience of domestic violence and their adjustment at school and concluded that the abused children had the most behavior problems (Dawud, 1991). Among the many reasons for potential academic problems in this population are a difficulty to concentrate, an increased number of behavioral problems, and a possibility of depression.

A difficulty concentrating in school is one of the behavioral indicators of child abuse (Sgroi, 1982). According to Seith L. Goldstein (1987), the causes for these problems of paying attention stem from "the emotions or bad feelings that come from the abuse, afraid of the consequences of his actions at home, wracked by guilt, afraid of what will happen..." ( p. 65). This preoccupation leads to difficulties concentrating

on tasks and children might exhibit short attention spans (MacFarlane, 1986). Although these students may be physically present at school, psychologically they are not involved in learning and consequently school performance suffers.

Behavioral problems are often demonstrated by abused children. These can range from overly compliant behavior to acting-out, aggressive behavior (Sgroi, 1982). Both types of behavior patterns are used by the children to cope with the abuse and are likely to have a negative effect on academic learning. Overly compliant children may not indicate to the teacher when they need help and acting-out students may frequently be in conflict with school rules and suffering the consequences.

Depression is another problem stemming from abuse and affects children' s academic performance negatively. This can lead to sleep disturbances, such as nightmares, waking up during the night, inability to sleep, or excessive sleep (Goldstein, 1987). Signs of depression are many and may include feeling unusually tired, being physically ill, denying feelings, or refusing to eat (MacFarlane, 1986). Again, learning problems are likely to occur in children suffering from depression (Finkelhor, 1985).

All these problems affect academic learning negatively and promote an educationally at risk situation. Considering the fact that abuse

frequently takes place when children are of preschool or early school age (MacFarlane, 1986), the learning of basic skills can be negatively affected. Without a solid foundation in basic skills knowledge obtained during the elementary school years, children may be educationally at risk of failure throughout their school years. Sherwood (1993) describes the situation of failing students as one where students often fall behind at an early age, which may lead to retention in grade and eventually to early drop-out from school. Among other approaches to remediating students' academic achievement, he discusses tutoring programs as an effective method to achieve this goal (Sherwood, 1993).

Summer Tutoring

While students have opportunities to learn and practice their basic skills in language arts and math during the regular school year, frequently "academic gains made in the school year are usually lost during summer..." (Bennett, 1988). This summer tutorial program was implemented in order to counteract this potential loss of academic skills. The major areas of focus included the development of an enjoyable curriculum and the maintenance of basic skills.

Considering the fact that this was a summer tutorial program and the participating students also attended public summer school in the morning, the developed curriculum needed to be enjoyable to the children. Glasser (1986) described having fun as one of five basic needs

humans have and maintains that "without a relationship between fun and learning" children will not learn as much (Glasser, 1986, p. 28). He states that when children have fun, "it is almost impossible not to have learned something new and often important" ( p. 29). The need to have fun is especially important when dealing with abused children because they frequently hold back, may not be spontaneous in play, and often act older than they are (Gil, 1987).

The second area of focus was the development of a curriculum that included the maintenance of basic skills. Ideally, this writer would have liked to remediate deficient academic skills with this tutoring program. A review of the literature and especially an evaluation of a report by Bennett (1988), who planned and executed a summer remedial program in a residential foster care setting, was instrumental in planning realistic goals. Bennett stated the objective for his remedial program was to maintain skills because of the "time parameters" ( p. 28) to which he was restricted. His program lasted for six weeks with classes for three hours per day, four days per week (Bennett, 1988). The time available for tutoring to this writer was only two hours per week for six weeks. When taking Bennett's report and the limited available time into consideration, it was concluded that the goal of increasing academic skills was not reasonable for this tutoring program. The goal was set to focus on maintaining skills with the hope that any new learning would be

a welcome benefit, but not a goal.

A review of the literature indicated that tutoring is an effective method to remediate and maintain students' basic academic skills. Slavin (1992-93) has researched the topic of early school failure and how to prevent and remediate basic academic skills extensively and has written a number of reports on the studies. He describes a student who is at risk as "one who is in danger of failing to complete his or her education with an adequate level of skills " (Slavin, 1989, p.4). Some of the risk factors he discusses are low achievement and behavior problems. One of the methods he describes in many of his publications is tutoring. Although he advocates one-to-one tutoring as one of the most effective strategies to prevent early academic failure, he believes that all forms of tutoring programs that use certified teachers as tutors are beneficial (Slavin, 1987, 1989, 1992-93, 1995).

In another study on the effects of tutoring that took place in Canada, Cordell (1991) reported that out of 32 elementary education students, all showed gains in their reading levels as well as an increase in their self-esteem as it related to academics. He concluded that after six months of tutoring for 30 minutes four days per week, the tutoring program was most effective in improving school-academic achievement and he recommended the continuation of the program (Literacy in the Classroom, 1991).

Concluding from these studies, tutoring is documented to be an effective method to remediate or maintain basic skills. One-to-one tutoring is preferable, but whenever this is not possible, small group tutoring can also be beneficial. The frequency of the tutoring sessions per week has an impact, but any tutoring appears to be more effective that no tutoring.

## Thematic Teaching

Methods of tutoring were investigated and although practically nothing was available in the literature on tutoring using a thematic teaching approach, this teaching methods was researched and findings applied to this tutoring situation.

Thematic teaching is a presently popular, although not new approach to promote learning. Dewey, as quoted by Lipson et al (1993) discussed in 1933 the meaningfulness of learning and believed that integration of information avoids fragmented learning of isolated facts and promotes useful learning . Legters and Slavin (1992) also discuss the current trends in the education for students at risk and find that it includes "a move away from the teaching of isolated skills ... toward more integration of content across disciplines" (p.15).

When looking at the cognitive learning theory and its view of transfer, Biehler (1990) describes memory as knowledge stored in a system of schemata, each representing relationships among stored

information. New information is easier learned when related to previous knowledge, when connected with such knowledge, and when not taught in isolation. Objects or events related are stored together and "meaningfulness is potentially the most powerful variable..." (Johnson, 1975, p. 425). "Learning may be said to be meaningful to the extent that the new learning task can be related to the existing cognitive structure of the learner" (Johnson, 1975, p. 427). When students were allowed to use a thematic title to help them remember, they "showed significantly greater recall" (Johnson, 1975, p. 43l).

Thematic teaching appears to be consistent with what is known about how children learn. Lipson et al (1993) describes the rationale for using themes as one that "promotes a view of both teaching and learning as meaningful enterprise" (p. 253). Thematic teaching provides a focus and establishes a reason for activities to take place. This promotes "transfer of learning" (Lipson et at, 1993, p. 253) and an "integrated knowledge base" (Lipson et al, 1993, p. 254).

Two types of themes are discussed by Lipson et al (1993), intradisciplinary and interdisciplinary themes. Intradisciplinary themes are developed to integrate language arts and interdisciplinary themes promote integration across several disciplines. Intradisciplinary themes focus on literature and if possible connect it to other subject areas. Interdisciplinary themes focus more strongly on content and also

integrate reading and writing (Lipson, 1993). For the purpose of this summer tutoring program, the interdisciplinary thematic approach was considered to be more appropriate.

## Portfolio Assessment

Consistent with a meaningful method of teaching like the thematic approach is a more authentic assessment method, such as a portfolio. Portfolio assessment is an alternative assessment method that has been the subject of increased interest to educators because of concerns that multiple-choice tests fail to test what students actually are able to perform in the classroom (Pierce & O'Malley, 1992). A portfolio is a collection of students' work samples and performance is assessed using these samples and comparing them to specific instructional goals and objectives (Pierce & O'Malley,1991). It is believed that if "information is gathered consistently, the teacher is able to construct an organized, ongoing, and descriptive picture of the learning that is taking place" (Farr, 1991, p. 2). While much can be found in the literature about portfolios exemplifying a more authentic and a more holistic assessment method (Calfee & Perfumo, 1993; Wolf, 1989; Arter, 1992; Gearhart, 1993; Farr, 1991); Newman, 1991; Pierce, 1992), Calfee and Perfumo (1993) raise a number of questions that resulted from their study of present practice in portfolio assessment. These included what to include in the portfolio folders, what process of evaluation to use, what standards to use and

how to use the assessment information.

For the purpose of this summer tutorial program the question of what process of evaluation to use needed to be answered. In their study of portfolio practices, Calfee and Perfumo (1993) found that although the purpose of a portfolio was to deliver a valid assessment of student progress and growth, nowhere could they find a "clear account of how achievement" (p. 534) was to be measured. Little information is available in the portfolio literature on specifics of assessment. As it relates to writing assessment, Foucar-Szocki et al (1994) used a holistic scoring scale for writing samples. This scale included information on style, sentence formation, usage, and mechanics as they relate to specific grade levels. The teachers used this scoring scale to assess students' portfolios .

Pierce and O'Malley (1992) included a "Holistic Criteria" (p. 12) checklist to help teachers assess student writing. Although their portfolio assessment manual was written for language minority students, the writing checklist can also be used to assess other students. Their scoring criteria focuses on "the communication nature of writing" (p.11) and may be changed to include mechanics and spelling, depending on the goal of instruction. They recommend using developmentally appropriate writing prompts and giving students a choice of topics (Pierce & O'Malley, 1992). In order to accomplish a more reliable result, they recommended using two teachers to score a writing sample and obtain a "minimum interrater

agreement level of 80%" (p.11).

This summer tutorial program presented itself ideally to the use of thematic teaching and portfolio assessment. A theme with interest to the children could be selected and reading, writing and math activities could be easily integrated. Portfolio assessment could be used to evaluate the maintenance of writing and math skills and to compare these results with the goals of the tutorial program.

## CHAPTER III

## METHOD

Five weeks prior to the beginning of the tutoring program a needs assessment was mailed to the students' regular classroom teachers. .The teachers were asked to indicate what basic language arts and math skills were in need of remediation for their students (Appendix A). Results from these surveys were tabulated and as discussed in chapter one, a need to remediate basic language arts and mathematics skills became evident.

The tutoring program was designed to include two special education teachers and 21 children. The students were divided into two groups and each teacher was assigned to tutor a younger group of students on Tuesdays and an older group on Thursdays. Tutoring sessions were planned to last for two hours each session for a duration of six weeks.

Four weeks before the beginning of the tutoring program, information related to the children's names, ages, grade levels, and interests was obtained from the residential foster care facility and a theme for the program was chosen.

Three weeks prior to the beginning of the tutorial program, the

outline of the curriculum was developed together by the two special education teachers (Appendix B). Next, the outline was used to formulate a tentative curriculum with the intention to adjust, modify, or change any planned activities after meeting the children and evaluating writing samples and mathematics pretests. Activities were planned to take place in five learning centers through which the children would pass during the tutoring sessions. All activities were designed around the selected theme and included language arts, mathematics, games, and art activities, all geared towards achieving the goals and objectives discussed in chapter one.

During the first tutoring session the students were introduced to the theme of a safari and were told that during the six weeks of tutoring they were going to read about different animals found in a number of countries. They also were going to listen and read a story about each animal as the safari went along. The folk tale read during this session was "The Tale of Rabbit and Coyote" (Johnston, 1994). The children were given a portfolio which was called a passport and they were asked to complete personal data and measure their height. In the space of the photo students drew a self-portrait since pictures were not allowed to be taken in this facility. Students completed a student interest inventory which was a step book in the shape of a person. Some of the questions required them to complete a sentence and one question asked them to

write a paragraph on a given topic. This paragraph was used as an initial writing sample. Students were also asked to complete a mathematics pretest (Appendix C) and a student attitude survey (Appendix D). Each student was given a task sheet (Appendix E) which listed the activities to be accomplished for the tutoring session. Students indicated accomplished activities with a sticker. The older group was introduced to the project of making a large floor size game in which the game board was going to be made out of burlap, the continents cut out of felt, and the game questions researched using informational children's literature. The children used informational children's literature to research answers to questions about coyotes and wrote the questions and the answers on index cards to be used in the game.

After the first tutoring sessions the students' writing skills were assessed using the "Holistic Criteria" (Pierce & O'Malley, 1992) discussed in chapter two. Both teachers scored each students' writing sample as is recommended by Pierce and O'Malley in order to obtain an interrater agreement score and consequently make the assessment more reliable. Mathematics skills were evaluated using a teacher-made informal instrument which was designed to locate areas of weakness . A student attitude survey was obtained to evaluate students' interest toward the tutoring program .

Using the derived information from these three assessment tools,

strengths and weaknesses were noted and the latter were targeted for instruction. Specific objectives were adjusted to meet each individual student's needs for remediation in language arts and mathematics. Activities included in the curriculum were evaluated as to their relevancy in meeting the needs of the children and changed as indicated.

Among the changes made from the tentative curriculum after the first tutoring session was a reduction of learning centers. Initially each session was planned to include five center activities, two language arts, activities, one mathematics activity, one art activity, and one game activity. The new curriculum included only three or four learning center activities because of time constraints.

Each tutoring session was structured around an animal story from a country in which that animal lived. Language arts activities were individualized to meet each student's learning needs and included a writing activity. Mathematics skills were also individually targeted and presented within the thematic framework of the safari. An example of this was the introduction of a review of fractions which took place during the second session with the older students. The introduction told them that being on an imaginary safari included bringing along imaginary food. (Many of the students were on strict diets and eating was not allowed during the tutoring sessions.) The students received chocolate bar wrappers and were asked to cut them into fractional pieces. They then

compared the size of these pieces and arrived at the concept of fractions as being part of a whole.

During the second week the folk tale "The Crocodile and the Ostrich" (Aardema, 1993) was read. Information on crocodiles and the rain forest was researched using informational books and questions were written by the older students. Capitalization and punctuation rules were reviewed using a part of the text from the story. Mathematics skills targeted for review for the younger group included addition with regrouping. Concrete materials were first used with all students, then replaced by semi-concrete and abstract methods for some students, as indicated by their individual progress. The older students participated in a review of fractions and its introduction was previously explained. Methods included concrete, semi-concrete, and abstract techniques. All review activities were taught using direct instruction. Work samples obtained during the second week included writing samples, mathematics tests, and questions (older group), which were placed in the portfolio. These samples were assessed after the tutoring sessions and needs for remediation were noted to be included during the third week of tutoring.

In the third week the folk tale "Who's in Rabbit's House?" (Aardema, 1977) was read and students participated using stick puppets of animals and choral reading of a recurring paragraph. A review of capitalization and punctuation rules took place with the younger group

and a review of paragraph writing with the older group. During both review lessons a direct teaching method was used along with the text of the story. Mathematics skill review was continued from the previous week and included a review of subtraction with regrouping for the younger group and a review of fractional parts for the older group. A direct teaching method was used along with concrete manipulatives. The older group also played a fraction bingo game to practice the identification of fractional parts. In addition, the older group worked on their game board. They cut the continents out of felt and labeled them with fabric paint. They also shaped game pawns and a dice from salt dough. Students' work samples were collected, assessed after the tutoring session, and included in the portfolio. These work samples were used to revise the activities for the fourth week. Students again indicated finished activities with a sticker on their task sheet.

During the fourth week of the tutoring program, the story "How Giraffe Got Such a Long Neck" (Rosen, 1993) was read. Language arts reviews targeted the same writing skills and activities included the writing of a pop-up book by the younger group. The older group continued researching answers and questions for the game, glued the continents on the game board (blue burlap), and painted the game pawns made during the previous week's tutoring session. Mathematics activities included a review of subtraction with regrouping for the younger group

and a review of the addition and subtraction of like fractions for the older group. Both mathematics activities were presented using a direct teaching method and concrete manipulatives. Work samples were again included in the portfolio and evaluated after the tutoring session.

Week five included the story "The Elephant's Child" (Kipling, 1984) and informational children's literature about elephants. Writing skills continued to be targeted for review which included writing simple sentences with correct punctuation and capitalization for the younger group and writing a paragraph about a favorite part of the story for the older group. Questions for the game were developed by the older group. Mathematics skills reviewed included addition and subtraction with regrouping for the younger group and reducing fractions for the older group. A direct teaching method and concrete manipulatives were used, activities were checked off on the task sheet, and work samples were included in the portfolio.

Week six was the last week of the summer tutoring program and the students listened to the story "The Sing-Song of Old Man Kangaroo" (Kipling, 1987). A final writing sample was obtained by asking students to write a letter to someone from their imaginary safari. A mathematics posttest was obtained and included the targeted skills. A Student Attitude Survey was also obtained. A culminating activity included the playing of the safari floor size game that the students had made during the six

weeks.

During all these activities students were grouped for instruction whenever similar skills were targeted in order to facilitate tutoring. Individual adjustments were made as needed. The one exeption to minor adjustments of activities was student D. This student's academic functional level was substantially below the other students and she was involved in individual activities geared towards her needs. Objectives for her are listed in chapter one and included the writing of her first name from memory and the writing of her last name from a model. Activities she completed during the tutoring sessions include writing her name with clay snakes using a model, tracing her name, stamping her name, writing her name with wooden letters, writing the letters of her name with markers as she listened to the letter, and many other activities involving visual, auditory, tactile, and kinestetic channels of learning. Mathematics objectives included the reading and writing of numbers one and two. Although she was able to count to ten by rote, she was unable to recognize and write any number other than the number one. Numbers one and two were focused on and only contrete methods were used. These individually tailored activities usually took place during the time the other students were involved in a writing activity or a mathematics paper and pencil activity.

## CHAPTER IV

## RESULTS

During the six weeks of the tutoring program, formative evaluation took place after each tutoring session. Students' work samples were assessed including areas of strength and weakness and adjustments were made for the following week's tutoring session. After the six weeks, attendance was tabulated (Table 2), the results of the mathematics pre and post tests were compared (Tables 3 and 4), the writing samples were scored (Table 5) using the Holistic Criteria (Pierce and O'Malley, 1992) discussed in chapter two, and the student attitude survey was tabulated (Table 6).

Attendance was recorded for the purpose of evaluating its effect on the targeted academic skills. During week six, the Tuesday tutoring session was canceled because of a hurricane warning. The Thursday session was divided and each group was tutored for one hour. The total number of hours individual students participated in the tutoring program is evident from Table two. Most students attended between eight and eleven hours of the program. Students C and K showed a decreased amount of hours, student C attended only two hours and student K attended eight hours. Student C only attended the first week and exited the facility thereafter. Student K entered the facility during the third week

of tutoring. This lack of attendance needs to be taken in account when looking at the academic results of these two students.

Table 2

Attendance

| | Hours attended each week | | | | | | |
|---|---|---|---|---|---|---|---|
| Week | 1 | 2 | 3 | 4 | 5 | 6 | Total |
| Student | | | | | | | |
| A | 2 | 2 | 2 | 2 | 2 | 1 | 11 |
| B | 2 | 2 | 2 | 2 | 0 | .25 | 8.25 |
| C | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| D | 2 | 2 | 2 | 2 | 0 | 1 | 9 |
| E | 2 | 2 | 2 | 2 | 2 | 0 | 10 |
| F | 2 | 2 | 2 | 2 | 0 | 1 | 9 |
| G | 4 | 2 | 2 | 2 | 2 | 1 | 13 |
| H | 2 | 2 | 2 | 2 | 2 | 1 | 11 |
| I | 4 | 2 | 2 | 0 | 2 | 1 | 11 |
| J | 2 | 1 | 2 | 1 | 2 | 0 | 8 |
| K | 0 | 0 | 2 | 2 | 2 | 1 | 7 |

Mathematics assessment was broken down for the two groups since different learning objectives were attempted for each group. Group one, the younger students, worked on maintaining addition and subtraction skills with regrouping and the results were measured with pre and post test. Test results are listed in Table three as percentage of correct answers. The change is listed for each student in terms of gains or

losses. These test results indicate that student A and K showed a definite increase in the post test scores and their objectives were met. Student B attended only fifteen minutes during the last session and no post test results are available. Student C exited the program after the first session and no further tutoring or assessment took place.

Student D was the only one with significantly different learning objectives which included writing and reading of the numbers one and two. In her pretest she was able to rote count to ten, read the number one, and find a given number of objects up to number two. During the final session of the tutoring she wrote the numbers one and two with a model and was able to read both numbers. Learning objectives appear to have been met for this student.

Table 3

Mathematics Pre and Post Test Results
Group 1

| | Percentage of correct answers | | |
|---|---|---|---|
| | Pretest | Post test | Change |
| Student | | | |
| A | 96% | 100% | + 4 |
| B | 68% | not available | |
| C | 56% | not available | |
| D | 0% | 0% | + 0 |
| K | 17% | 67% | + 50 |

Mathematics assessment results for group number two, the older group, are listed in Table four. Pre and post tests were used to calculate percentage of correct answers and the change was noted. These results indicate that all students demonstrated an increase in performance except student G, who showed a remarkable decrease due to an unfinished post test.

Since learning objectives for this group included comparing, adding, and subtracting fractions, the second part of Table four shows these results and indicates that most students made significant gains in the specifically targeted skills. Student G's pre and post test results were the same, which means she maintained her skills. Objectives for this group appear to have been met.

Table 4

Mathematics Pre and Post Test Results
Group 2

| Percentage of correct answers | | | |
|---|---|---|---|
| | Pretest | Post test | Change |
| Student | | | |
| E | 66% | not available | |
| F | 35% | 73% | + 38 |
| G | 80% | 40% | - 40 |
| H | 75% | 85% | + 10 |
| I | 66% | 93% | + 29 |
| J | 75% | not available | |

| Specific mathematics objectives (comparing, adding and subtracting fractions) | | | |
|---|---|---|---|
| | Pretest | Post test | Change |
| Student | | | |
| E | 30% | not available | |
| F | O% | 90% | + 90 |
| G | 90% | 90% | + 0 |
| H | 90% | 100% | + 10 |
| I | 10% | 90% | + 80 |
| J | 10% | not available | |

Writing skills were assessed using samples of student writing from the first and last tutoring sessions and scoring them according to the Holistic Criteria (Pierce & O'Malley). Two teachers scored each sample and an interrater agreement of ninety-five percent

was obtained. The results are listed in Table five and writing samples can be found in Appendix F. A discussion of each student's writing sample as they relate to the learning objectives can be found after Table five.

Table 5
Scoring of Writing Samples Using the Holistic Criteria (Pierce & O'Malley)

| | Writing samples | |
|---|---|---|
| | Beginning | Final |
| Student | | |
| A | 3 | 3 |
| B | 2 | 2 |
| C | 1.5 | not available |
| D | 0 | 0 |
| E | 3 | 4 |
| F | 2 | 3 |
| G | 2 | 3 |
| H | 3 | 3 |
| I | 4 | 4 |
| J | 4 | 4 |
| K | 1 | 2 |

Student A's beginning writing sample included three simple sentences that conveyed meaning. Mechanical errors, such as capitalization and spelling, were present. Organization was extremely

simple, although it appears that the student has some understanding of writing and topic development. His final writing sample showed three simple sentences with meaning and a few mechanical errors. Learning objectives of writing a correct sentence and writing a paragraph of three sentences appear to have been met.

Student B's initial writing sample was very small and consisted of one complete sentence and one incomplete sentence. Meaning is conveyed and no spelling errors are present. His final writing sample included three sentences, two conveying meaning. Mechanical errors are present. Learning objectives of writing a correct sentence appear to have been met.

Student C only attended the first tutoring session and a writing sample was obtained at that time. Since the student left the program after that first day, no assessment took place.

Student D was able to write her first name from memory with one spelling error. She used invented writing to complete the remainder of the writing sample. Her final writing sample included a writing of her first name from memory with no mistake and a copying of her last name. These writing samples are not included in Appendix F in order to respect the student's privacy. Learning objectives for this student appeared to have been met.

Student E's beginning writing sample included three sentences

that have clear meaning. Mechanical errors are present, but do not disrupt communication. The student appeared to have some understanding of writing and topic development. This student exited the facility before the tutoring program was concluded and the final writing sample was taken during the fifth session. The student was asked to write about an imaginary animal, give it a name, and describe it's appearance and characteristics. The student sat and thought for a long time, but, even with much encouragement, wrote nothing. He then proceeded to write nine questions for the board game, using informational children's literature. Since this was the last writing sample from him, these questions were used for assessment. This student appeared to have no problem when asked to write questions, but had a difficult time writing on a specific topic. This was apparent throughout the tutoring sessions. His game questions conveyed meaning, but included some mechanical errors.

Observations of this student appear to indicate that he was especially preoccupied with other issues during the fifth tutoring session. He talked about a court appointment he had attended that morning and that he was scheduled to leave the facility in four days. Although he did not appear outwardly concerned, he obviously was not able to concentrate on academic tasks. Consequently, his last writing sample may not be a valid indication of this writing ability.

Learning objectives for this student included writing a sentence with correct subject/ verb agreement and writing a paragraph. When using the questions the student wrote for the game, it appears that the first objective has been met. His questions all have correct subject/ verb agreement, all except one have correct punctuation, and no spelling mistakes are present. The second objective of writing a paragraph does not appear to have been met , since no such writing sample is available.

Student F's initial writing sample was comprised of a few disjointed sentences and the meaning was somewhat unclear. Mechanical errors included words placed incorrectly. Little evidence of understanding of writing was apparent. In the final writing sample, the student wrote two sentences with clear meaning. Only one spelling error was present and the student demonstrated understanding of writing a letter. Objectives for this student appear to have been met.

When evaluating this student's academic work, behavior observations need to be taken into account. This student appeared to be extremely embarrassed to undertake any academic task in front of the other students. He frequently stated that he could or would not complete an assignment, sometimes before even knowing what the assignment was. With much encouragement, he sometimes attempted to perform a given task, but never in front of his peers. His behavior when with the group, often included escaping type of actions including frequent talking,

interrupting, disrupting, and picking on other students. When removed from the group and given a different task to accomplish, his behavior changed completely. He appeared to be preoccupied with the fact that he was leaving the facility shortly and he constantly reminded everyone of it. He also frequently stated that since this was the summer, he was not going to do any work. Clearly, contingency contracting would have been indicated with this student and certainly would have been initiated if this tutoring session had continued for a longer time. In addition, this student would probably greatly benefit from individual tutoring in which he would not have to worry about saving face in front of his peers.

Student G's initial writing sample was comprised of three very simple sentences. Meaning is conveyed, transitional markers are not evident, and the vocabulary is limited. Her final writing sample included three simple sentences with meaning and a few mechanical errors. Learning objectives of writing a correct sentence and writing a paragraph appear to have been met.

Student H's beginning writing sample included a few incomplete sentences with clear meaning. Mechanical errors include sentence fragments. In her final writing sample she wrote two sentences with clear meaning and no mechanical errors. Learning objectives of writing a complete sentence and writing a paragraph appear to have been met.

Student I's initial writing sample included a story with four

sentences and included a beginning, a middle and an end. The student showed understanding of writing, topic development, and writing stories. The meaning of her writing was clear and no mechanical errors were present. In her final writing sample she wrote two sentences with clear meaning and no mechanical errors.Learning objectives of writing correct sentence and writing a paragraph appear to have been met.

Behavior observations for this student included the utterance of some very critical statements about her work. She frequently tore up a number of papers and stated that she "messed up", even though that was not the case. She also often stated that she could not complete an assignment because she was unable to write, draw, or solve mathematic problems. In reality, her work was very neat, her drawings detailed, and her mathematic skills average. She eventually completed tasks when given much positive feedback and encouragement.

Student J's beginning writing sample included a paragraph on the topic "If I had one wish.." Her sample included four sentences that clearly conveyed meaning. Minor mechanical errors were present, but did not disrupt communication. Her final sample was taken from a previous tutoring session because she was absent during the last week. This sample included three sentences with clear meaning and one mechanical error. Learning objectives of writing a correct sentence and paragraph appear to have been met.

Student K's initial writing sample was comprised of one incomplete sentence with correct spelling and capitalization. His final writing sample included three sentences, meaning was clear, but mechanical errors were present. He finished his sentences and completed a more extensive sample during the last session as compared with the third, which was his first. Learning objectives of writing a grammatically correct sentence appear to have been met.

Behavior observations for this student need to be discussed because they affected academic tasks. This student entered the facility during week three and attended tutoring sessions three through six. As is typical for most students when they first entered the facility, they needed to get used to rules and accustomed to different people and a new place. This student exhibited a very short attention span and it became apparent during the first session that the first learning objective for him was to sit in one place for several minutes. The second objective was to complete a task. As the tutoring sessions progressed, the student was able to sit and complete a short task with much encouragement. As evident from the mathematics post test and the final writing sample, he was able to finish an assignment and consequently objectives for this student appear to have been met.

Student attitude surveys were conducted during the beginning of the tutoring sessions and on the last day in order to evaluate the

objective of providing an enjoyable curriculum. Results of both surveys are listed in Table six and indicate that the objective of providing an enjoyable summer tutoring curriculum appear to have been met for most students.

Table 6

Student Attitude Survey (Appendix D)
Number of students rating each question
Pretest

| Ratings | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Questions | | | | | |
| 1. Do you think that you will have fun during summer tutoring? | 6 | 0 | 3 | 0 | 0 |
| 2. Would you like to have fun during tutoring? | 9 | 0 | 0 | 0 | 0 |
| 3. Do you think it is possible to have fun and learn things? | 8 | 0 | 1 | 0 | 0 |

(Two students did not complete the survey)

Post test

| Ratings | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Questions | | | | | |
| 1. Did you have fun during tutoring? | 6 | 0 | 2 | 0 | 0 |
| 2. Do you think you learned new things? | 5 | 0 | 3 | 0 | 0 |

(Three students did not complete the survey)

Finally, the completed board game was evaluated and pictures can be found in Appendix G. The students constructed everything including the board, the pawns, the dice, the questions, the directions, and the box. The board was about three by six feet with blue burlap used for the background and green felt for the continents. Orange and yellow felt squares were used to trace the trail taken on this safari and to be used for the game pawns to move. Fabric paint was used to label the continents and to write question marks on selected spaces. The game pawns and the dice was made from salt dough and painted. The questions were researched by the students using informational children's literature, written on index cards, and laminated. The directions for the game were made up by the students. The box was designed and drawn by student F with all the students signing as the authors. The final product was more beautiful than anything this writer initially anticipated. Unfortunately, the black and white pictures in Appendix G are unable to convey the colorful beauty of the final product.

When the students finally played the game as a culminating activity, they were very enthusiastic. Frequently, during the different activities, it was apparent that they were not able to envision a final product. The painting, cutting out continents, making game pawns, and gluing pieces together, were popular activities. The researching and

writing questions was somewhat less popular. However, when the game started to take shape, the students participated more eagerly. When they finally played the game using the directions they made up, they were amazed and stated that it was as good as any commercial game they had ever played. Each student wanted to take it along, but it was decided that the game would rotate among the homes to give everyone a chance to show it off and the play it.

As previously indicated, all of the students also attended a summer school program in their public school during the morning hours. Any change in their academic performance can therefore be credited to either school attendance, the tutoring program, or a combination of both. Any definite answer as to the cause of such change or lack of change can only be determined if a control group of students who did not attend either program was set up and results compared. For common sense reasons, this writer does not suggest such a program.

## CHAPTER V

## RECOMMENDATIONS

This summer tutoring program can easily be recommend for duplication. Positive aspects included the fact that tutoring took place at no cost to the residential foster care facility, the developed curriculum was comprised of academic and fun activities, and the results, which demonstrated an accomplishment of most objectives.

As discussed in chapter two, tutoring is extremely important when dealing with abused children in residential foster care. These students need any additional academic help they can get and anyone operating such a facility might want to consider adopting a tutoring program. Additionally, summer tutoring can be beneficial as this report indicated, because it helps to maintain previously learned skills. When a curriculum is used that combines academics with fun, it appears to be suited for the summer. When objectives include maintaining skills rather than teaching new skills, even tutoring once per week can be beneficial.

Recommendations to improve a future summer tutorial program include the following:

1. The scheduling of tutoring sessions should include one hour

twice a week instead of two hours once per week. Children's attention spans are short and the behavior during the second hour was often indicative of this. Previously planned outdoor brakes could not take place since summer afternoons in Florida include thunderstorms more often than not. Additionally, sessions twice per week would allow for some new skill learning with continuation and follow-up and consequently is more likely to increase learning.

2. Consideration might be given to making the tutoring groups smaller. Individual student's deficient areas could be assessed and remediated quicker and students are more likely to get the attention they need.

3. Objectives targeted need to be specific and narrow. Given the time of two hours per week for six weeks, a limited amount of skills can realistically be targeted and it appears to be preferable to remediate one skill and succeeding instead of attempting to remediate everything and failing.

4. As occurred in this summer tutoring program, teachers trained in Exceptional Student Education should be used to tutor the children. This is a definite recommendation and also applies to situations where students may not be identified in the public school system as Exceptional Students. Abused children who are in residential foster care, face such a large number of disruptions to their lives, families, and

education, as well as frequently severe emotional turmoil, that any special education training teachers have will help them and benefit the children. Frequently, inappropriate behavior is only a coping mechanism the students develop and when seen as such, progress can be made. Exceptional Student Education teachers are generally more likely to have training, experience, and understanding in this area.

In conclusion, the tutoring program should definitely be continued in this facility and considered for adoption in any other residential foster care home. When looking at the feasibility of such a program at a different location and attempting to find ways to accomplish this without occurring any financial cost, consideration should be given to using graduate students as part of their university education. As was accomplished with this program, graduate students earned credits for their work, the residential foster care home received tutoring services for their children free of charge, a community service took place, and most importantly, children were involved in enjoyable academic activities and benefited from them. Any university with a graduate education program, interested in the practical applicability of their graduate students' learning and in the welfare of the community it belongs to, can only benefit from adopting such a field based community service program.

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# APPENDIX A

# NEEDS ASSESSMENT SURVEY

**Appendix A**
**Needs Assessment Survey**

May 18, 1995

(Teacher's Name)
(Teacher's School Name)
(School Address)

Dear (teacher's name)

I am a graduate student who will be tutoring (student's name) during the summer. Can you please indicate below which basic skills he needs remediation in and mail this letter back to me in the enclosed envelope?

Thank you for your help.

Sincerely,

Hanna Colombey

---

(Student's name)

Basic skills in need of remediation:
LanguageArts:.....

Mathematics:.....

# APPENDIX B

## OUTLINE OF CURRICULUM

**Appendix B**

**Outline of Curriculum**

## OUTLINE

**Theme: Skill Builder Safari**

**Week 1: Country:** Mexico

**Animal:** Coyote

Activities will be organized in five centers. Sample activities for week one might include:

1. Introduction

   Language Arts: Student Interest Inventory (used to obtain a baseline of students' writing abilities).

2. Language Arts: Listen to two similar stories about coyotes (folk tales).

   Compare and contrast these stories using a Venn diagram.

3. Art: Make board game.

4. Language Arts: Write questions for the game using informational books about coyotes.

5. Math: Younger group: Obtain baseline information on addition and subtraction abilities.

Older group: Obtain baseline information on multiplication and division abilities.

**Week 2: Country:** Brazil (rainforest)

**Animal:** Crocodile

Activities will be organized in five centers: Two language arts centers, one art activity, one math activity, and one game center activity.

**Week 3: Country:** Kenya

**Animal:** Lion or Leopard

Activities will be organized in five centers. (See week 2 for subject areas).

**Week 4: Countries:** West Africa

**Animal:** Giraffe

**Week 5: Country:** India

**Animal:** Elephant

**Week 6: County:** Australia

**Animal:** Kangaroo

**Ongoing project:** Students will make a floor-sized board game of the safari using blue burlap for the background and green felt for the continents. They make up questions about the animals as they travel on their safari.

**Portfolio:** The portfolio will be called a passport in which students will place information as they travel on their safari.

## APPENDIX C

## INFORMAL MATHEMATICS PRETEST

## Appendix C
## Informal Mathematics Pretest

Group 1 (younger group)

Name:_____

Date: _____

1. $\begin{array}{r} 2 \\ +\,3 \\ \hline \\ \hline \end{array}$

2. $\begin{array}{r} 5 \\ +6 \\ \hline \\ \hline \end{array}$

3. $\begin{array}{r} 15 \\ +\ 5 \\ \hline \\ \hline \end{array}$

4. $\begin{array}{r} 10 \\ -\ 9 \\ \hline \\ \hline \end{array}$

5. $\begin{array}{r} 15 \\ -\,4 \\ \hline \\ \hline \end{array}$

6. $\begin{array}{r} 8 \\ -5 \\ \hline \\ \hline \end{array}$

7. $\begin{array}{r} 6 \\ 3 \\ +\,4 \\ \hline \\ \hline \end{array}$

8. 6 + 9 = _____

9. 25 + 6 =_____

10. $\begin{array}{r} 32 \\ +12 \\ \hline \\ \hline \end{array}$

11. $\begin{array}{r} 49 \\ +23 \\ \hline \\ \hline \end{array}$

12. $\begin{array}{r} 31 \\ -12 \\ \hline \\ \hline \end{array}$

Mathematics pretest page 2

Write < or >

13. 13 ____ 15

14. 21 ____ 12

15. 321 ____ 231

16. 3,119 ____ 2,319

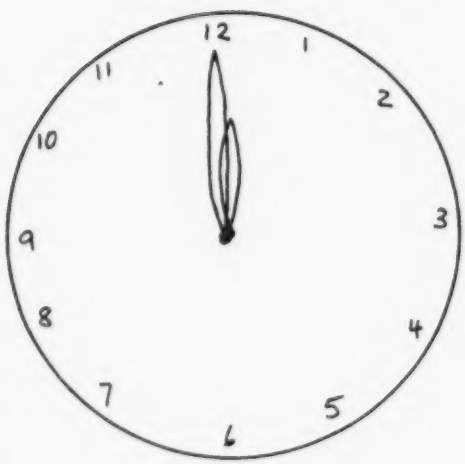
17. 3,001____ 1,003

18. $\frac{1}{2}$ _____ $\frac{1}{4}$

19. $\frac{1}{6}$ _____ $\frac{1}{3}$

20. $\frac{1}{16}$_____ $\frac{1}{8}$

21. What time is it?




_____

22.

_____

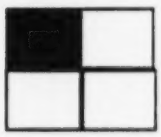
How much money?

23. 2 quarters _____

24. 1 dime, 1 nickel _____

25. 2 nickels, 1 dime, 1 penny _____

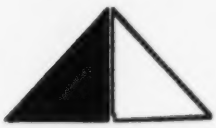
Write the fraction:

26. 

_____

27.

_____

28. 

_____

29.

_____

30.

_____

**Informal Mathematics Pretest**

Group 2 (older group)

Name: _____

Date: _____

1. 7 + 5 = _____

2. 9 + 9 = _____

3. 18 - 9 = _____

4. 27 - 5 = _____

5.
411
+223
____

6.
601
+252
____

7.
5,981
+3,292
_____

8.
295
+389
_____

9.
125
- 19
____

10.
250
- 11
____

11.
$ 8.07
- 3.28
____

12.
$ 2.03
- .55
____

13. 3 x 5 = _____
14. 10 x 6 = _____
15. 5 x 5 = _____
16. 6 x 6 = _____
17. 2 x 9 = _____
18. 4 x 4 = _____
19. 7 x 7 = _____
20. 6 x 7 = _____
21. 25 : 5 = _____
22. 30 : 6 = _____

23. 31 : 5 = _____
24. 46 : 5 = _____
25. 20 : 4 = _____
26. 36 : 6 = _____

27. $\frac{1}{4} + \frac{1}{4} =$ ___ = ___

28. $\frac{2}{5} + \frac{1}{5} =$ _____

29. $\frac{3}{4} - \frac{2}{4} =$ _____

30. $\frac{7}{8} - \frac{5}{8} =$ _____ = _____

Write < or >:

31. $\frac{1}{2}$ ___ $\frac{1}{4}$

32. $\frac{1}{6}$ ___ $\frac{1}{16}$

33. $\frac{1}{6}$ ___ $\frac{1}{3}$

34. $\frac{1}{5}$ ___ $\frac{2}{5}$

Round to the underlined digit:

35. 3̲41 _____

36. 4̲9 _____

37. 1̲55 _____

38. 3̲91 _____

39. 9̲51 _____

40. 5,9̲62 _____

# APPENDIK D
# STUDENT ATTITUDE SURVEY

**Appendix D**
**Student Attitude Survey**
**Pretest**

Name: _____ Date: _____

Indicate your response with an "X".

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1. | Do you think that you will have fun during summer tutoring? | ◯ | | ◯ | | ◯ |
| 2. | Would you like to have fun during tutoring? | ◯ | | ◯ | | ◯ |
| 3. | Do you think it is possible to have fun and learn things? | ◯ | | ◯ | | ◯ |

4. What would you like to do during tutoring?

_____

_____

_____

**Appendix D**
**Student Attitude Survey**
**Post Test**

Name: _____ Date: _____

Indicate your response with an "X".

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1. | Did you have fun during summer tutoring? | ◯ | | ◯ | | ◯ |
| 2. | Do you think you learned new things in tutoring? | ◯ | | ◯ | | ◯ |

3. What activities did you like best?

_____

_____

_____

4. What activities did you like least?

_____

_____

_____

# APPENDIX E
# TASK SHEET

# TASK SHEET

NAME_____

DATE:_____

1._____

2._____

3._____

4._____

5._____

6._____

7._____

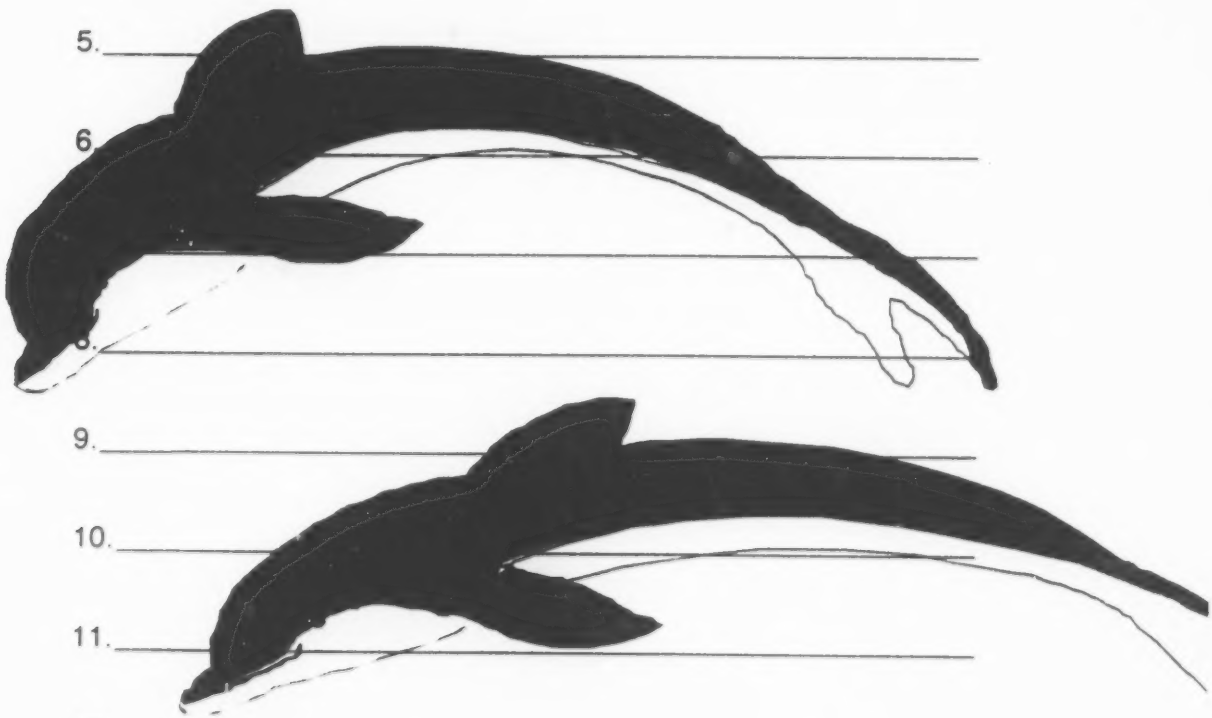
8._____

9._____

10._____

11._____

12._____

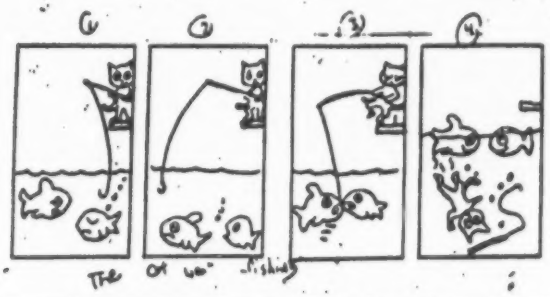


## APPENDIX F
## STUDENT WRITING SAMPLES

## Appendix F
## Student Writing Samples
## Student A

### Beginning Writing Sample

Look at the pictures. Write the story.



The ot wo fishing

he took his hook in the water

he catch a fish

### Final Writing Sample

Aug. 3, 1995

Dear Mom

I went on a safari

We made an elephant.

It was hard to Make.



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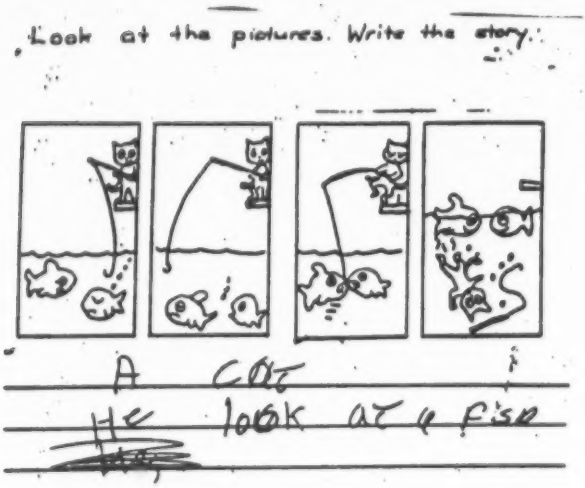
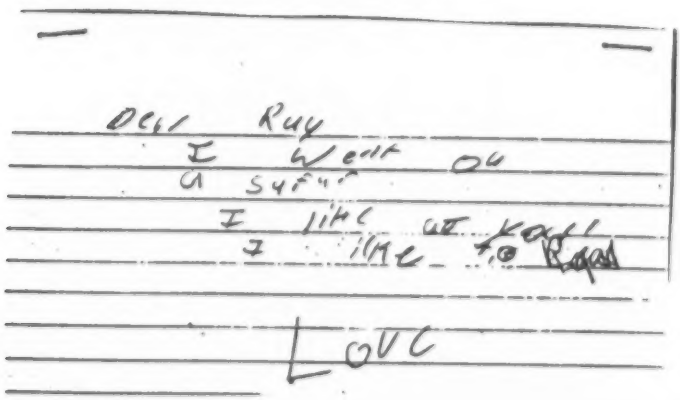
## Appendix F
## Student Writing Samples
## Student B

### Beginning Writing Sample




### Final Writing Sample



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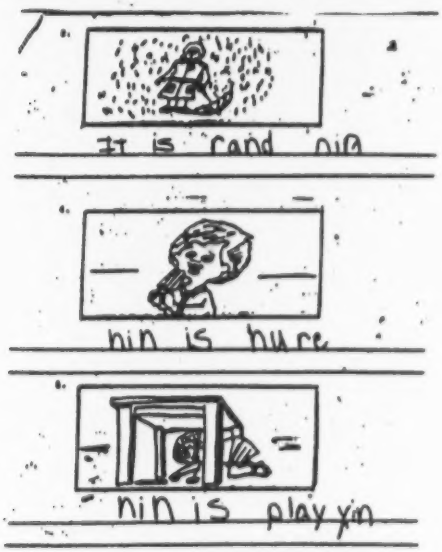
**Appendix F**
**Student Writing Samples**
**Student C**

**Beginning Writing Sample**

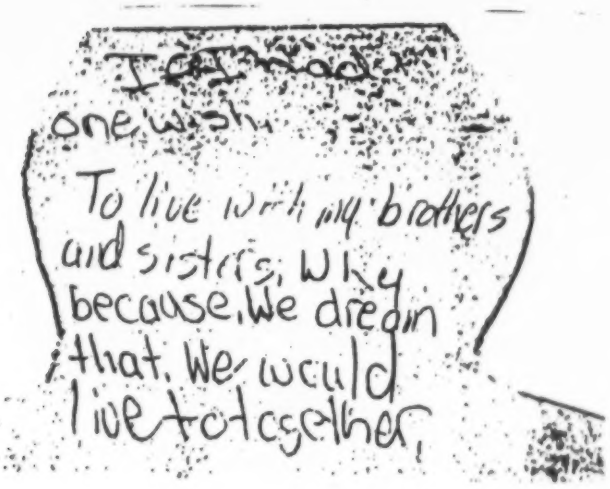



**Final Writing Sample**

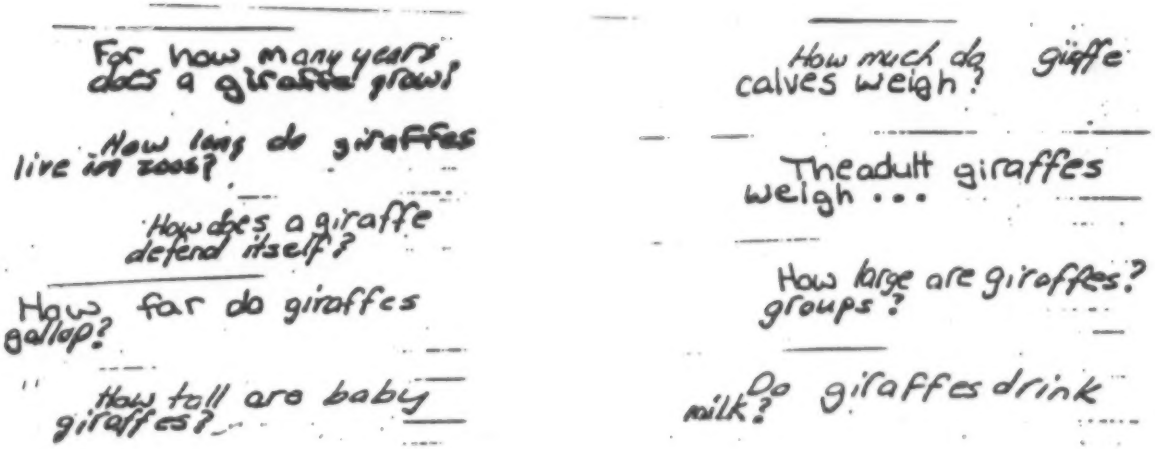
**NOT AVAILABLE**

**Appendix F**
**Student Writing Samples**
**Student E**

**Beginning Writing Sample**




**Final Writing Sample**


For how many years does a giraffe grow?
How long do giraffes live in zoos?
How does a giraffe defend itself?
How far do giraffes gallop?
How tall are baby giraffes?
How much do giffe calves weigh?
The adult giraffes weigh ...
How large are giraffes? groups?
Do giraffes drink milk?



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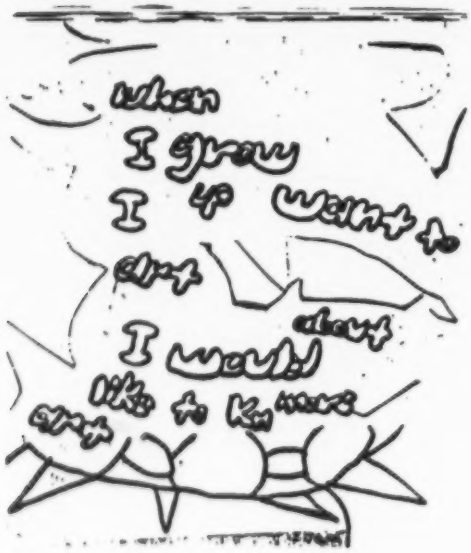
**Appendix F**
**Student Writing Samples**
**Student F**

**Beginning Writing Sample**




**Final Writing Sample**

August 3, 1995.

Dear Mom

I went on a safari today
I had fun and it was
a good trip.

Love you Mom

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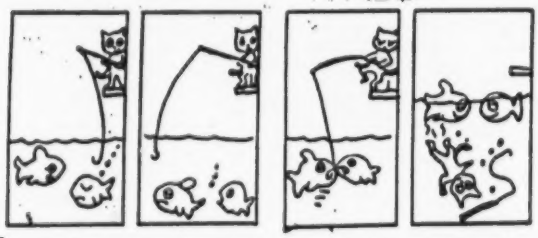
## Appendix F
## Student Writing Samples
## Student G

### Beginning Writing Sample

Look at the pictures. Write the story.



Fish are sleeping. Fish Yank
at the mat. The cat fell

### Final Writing Sample

August 3, 1995

Dear Aunt Marilyn and Uncle Bill,

I'm in Africa. I'm on a safari. The elephants, giraffes, lions and lionass are very nice.

Love,

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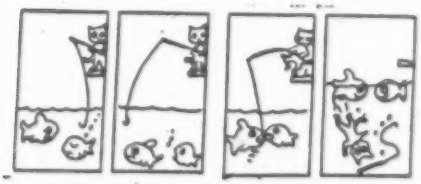
## Appendix F
## Student Writing Samples
## Student I

### Beginning Writing Sample

Look at the pictures: Write the story.



This story is called Fishing Day
One Day A Cat went Fishing.
It couldn't get fish because of the
bear stepin. And Monkey fell in and the
Cat into the water and the cat sank.

The End

### Final Writing Sample

August 3, 1995

Dear Jacqueline

I went on a safari to South America and I saw wolves, tigers, elephants. I also like making the game.

Love,

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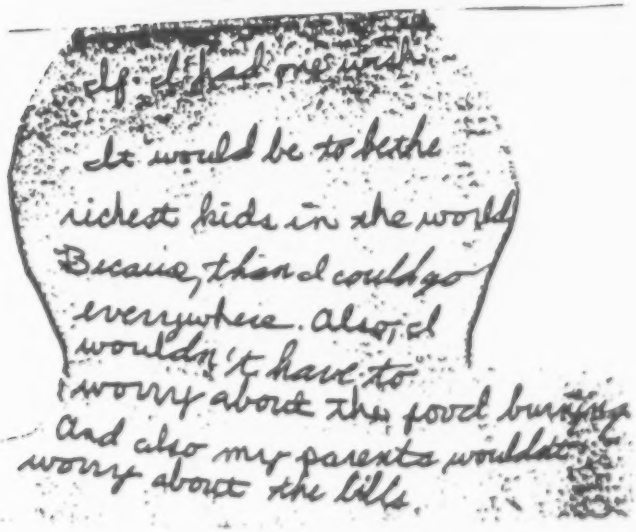
**Appendix F**
**Student Writing Samples**
**Student J**

**Beginning Writing Sample**


If I had one wish
it would be to be the
richest kids in the world
Because, then I could go
everywhere. Also, I
wouldn't have to
worry about the food buying
And also my parents wouldn't
worry about the bills.

**Final Writing Sample**

I liked when caterpillar was afraid. I like that part because he learned a lesson to be nice. Also not to trick people.



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**Appendix F**
**Student Writing Samples**
**Student K**

**Beginning Writing Sample**

I like best when
the caterpillar
(came out)

**Final Writing Sample**

3, 1995

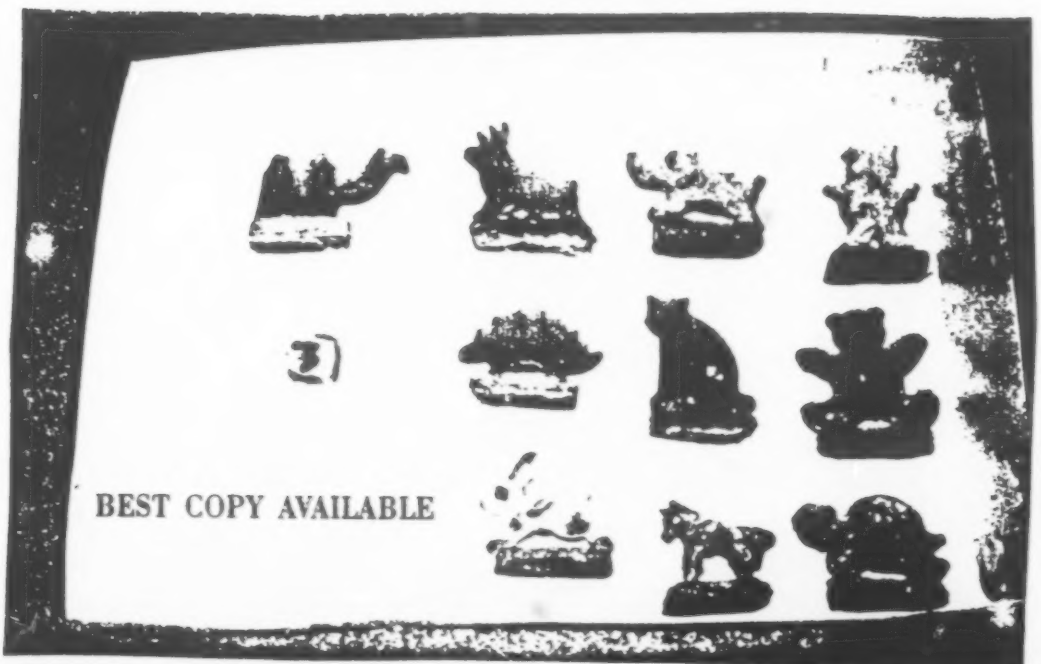
Dear mom I went on a safar
I saded elephant
it was hard word
Love

## APPENDIX G
## BOARD GAME

**Appendix G**
**Board Game**

**Game box**

**Game Pawns and Dice**



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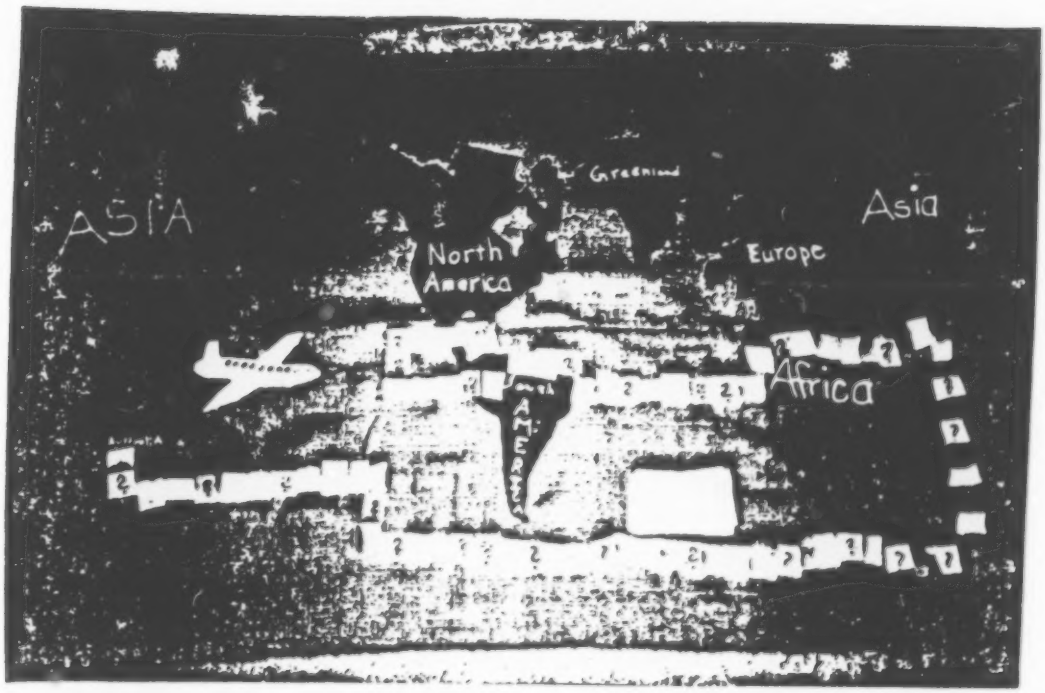
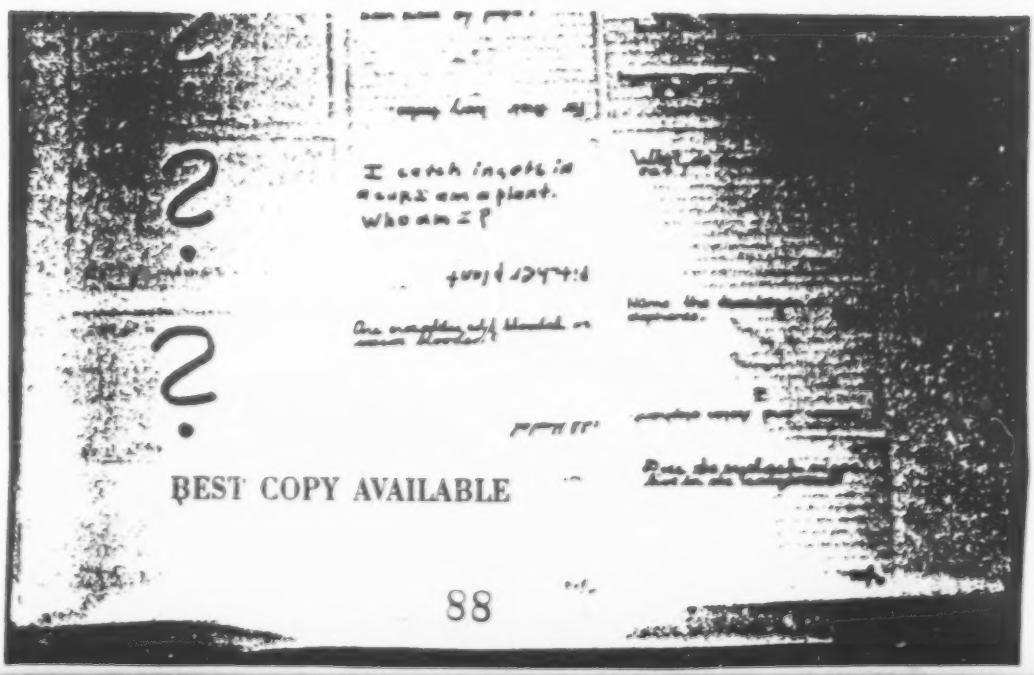
## Appendix G
## Board Game

### Floor Size Game Board




### Sample Questions

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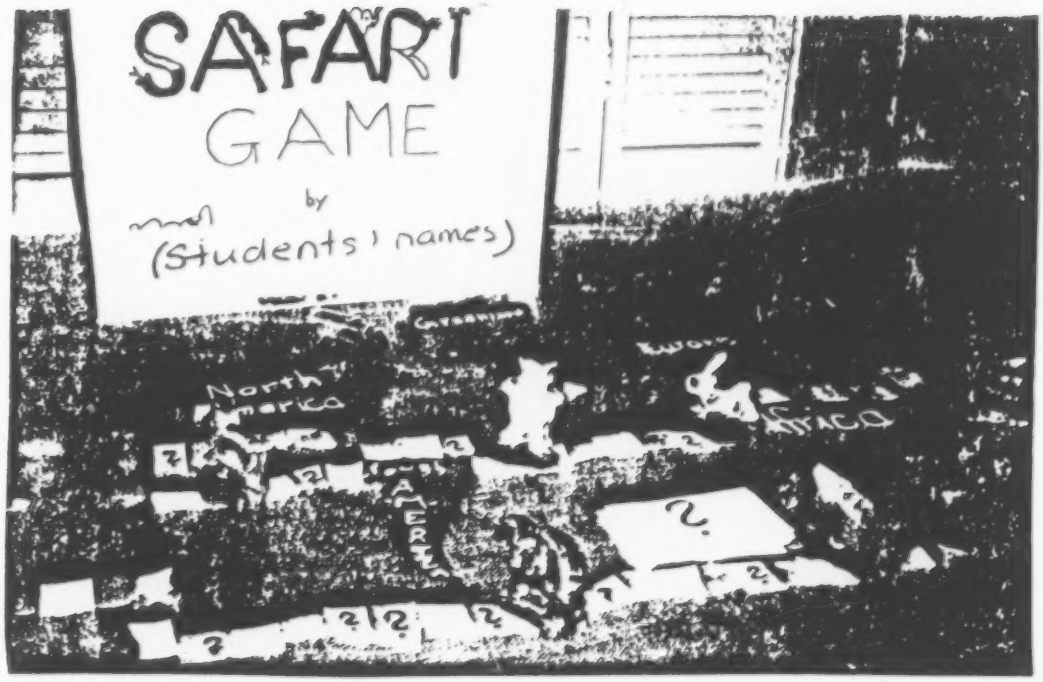
## Appendix G
## Board Game

**Board Game with Box, Pawns, Dice, and Questions**

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